

VISIT...

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Tutor Teaching Tips Lesson 4

MATERIALS

Word Awareness



2–3 minutes

Have the child listen carefully while you read this nursery rhyme:

Little Boy Blue, come blow your horn.
The sheep's in the meadow; the cow's in the corn.
Where is the boy who looks after the sheep?
He's under a haystack, fast asleep.
Will you wake him? No, not I.
For if I do, he's sure to cry.

Repeat the first line of the rhyme slowly and clap for each word. Have the child clap with you. Then say the next line and have the child clap for each word. Repeat with the rest of the rhyme.

Identify Rhyme



5–8 minutes

Read the rhyme straight through one more time. Then reread the rhyme, but on this read through, don't say the last word in the second, fourth, and sixth lines. For example: *The sheep's in the meadow; the cow's in the ____*. Have the child say the missing words.

Say the words *horn* and *corn*. Tell the child that the words rhyme because they have the same sounds at the end: /ôrn/. Have the child say the two words. Repeat with the rhyming words *sheep* and *sleep* (/ēp/), and *I* and *cry* (/ī/).

Read the rhyme again, this time having the child listen for the rhyming words. Have the child tell you which rhyming words he/she heard.

Game cards

Name each picture with the child: *ax, sax, beach, peach, key, knee, chart, dart, cone, bone, dice, mice, vine, nine, kite, knight*. Mix up the cards and spread them face down on the table. Have the child turn over two cards, say the name of each picture, and tell whether the words rhyme. If the child is correct and the words rhyme, he/she gets to keep the cards. If the words don't rhyme or the child is incorrect, the child turns the cards over. It is now your turn. Tell the child the names of the pictures if he/she forgets them.

Syllable Awareness



2–3 minutes

Say the word *little* while you clap for each syllable: *lit...tle*. Repeat with the word *boy* and clap once. Say the word *meadow* and have the child clap the syllables with you (*mea...dow*). Repeat with these words: *sheep, under, understand, afternoon*.

MATERIALS

Read-aloud
book

Word Discrimination



2–3 minutes

Say the following words: *boy, boy*. Have the child repeat the words. Tell the child that the two words are the same word. Say the words *boy* and *little* and have the child repeat the words. Tell the child that the two words are different.

Repeat the steps with the following groups of words, one group at a time. Have the child repeat the words and then tell you whether the words are the same or different.

under/under

sheep/hay

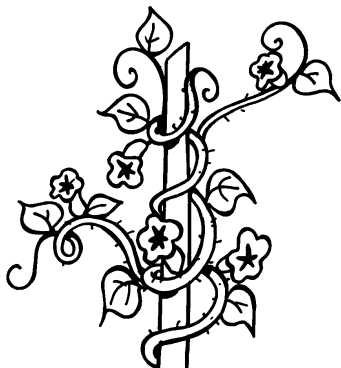
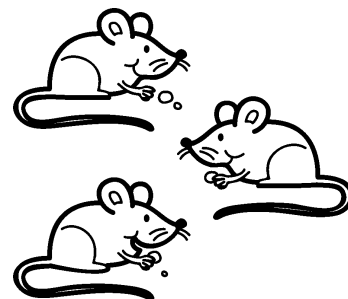
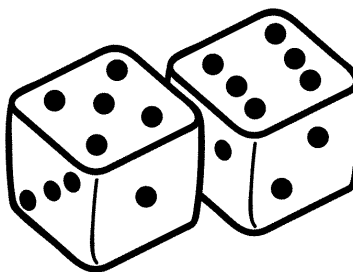
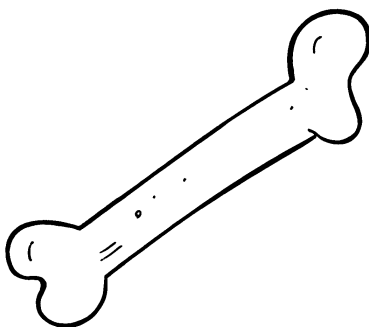
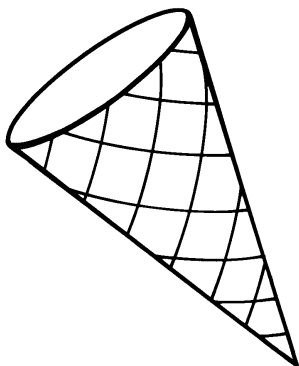
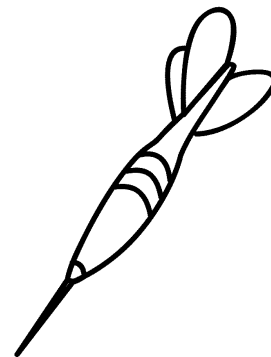
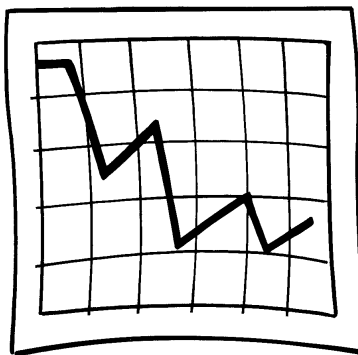
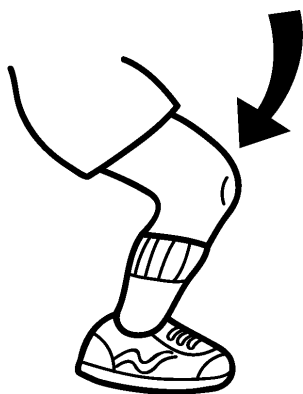
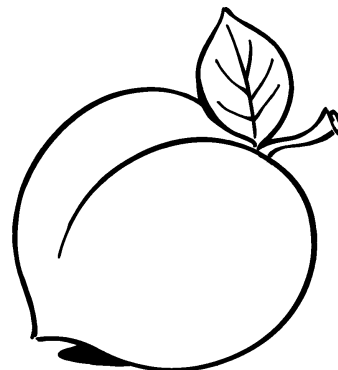
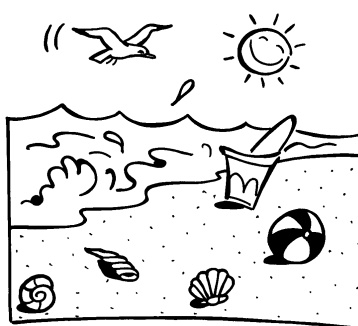
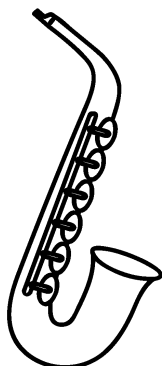
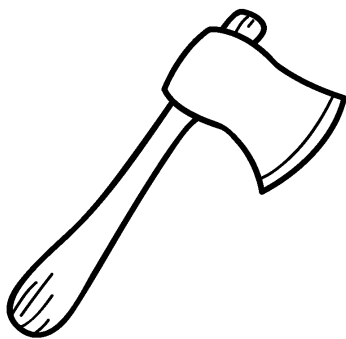
the/is

horn/horn

Optional Listening Activity

Read the book *The Digging Dog* or a book of your choice to the child. Show the child the illustrations and ask him/her to predict what the story might be about. Model fluent reading using appropriate expression. Pause occasionally before turning a page to ask, *What do you think might happen next?*

When you have finished reading the story, involve the child in a brief discussion about the book by asking questions such as these: *Did you like the story? Why or why not? What was the problem with Dan the dog? How did the story end?*



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